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ABSTRACT

This book describes giftedness in each of the domains and guides teachers in the identification and nurturing of special abilities in all children. Chapter 1, "Who Are the Gifted?," discusses concern for gifted children and inconsistencies in current and previous attempts to serve this population. Chapter 2, "Introducing the Cline Model," introduces a model that integrates multiple intelligence theory with curriculum differentiation appropriate for the gifted. Chapter 3, "Multiple Intelligences," expands Howard Gardner's theory of multiple intelligences, links them to the curriculum, and demonstrates how the curriculum can be used to identify gifts by replacing the IQ tests that have posed an impassable barrier for many able students. Chapter 4, "The Identification and Development of Giftedness," discusses the theory supporting the educational philosophies for the Cline Model and the factors that contribute to giftedness, which include definitions of intelligence, creativity, task orientation, knowledge/background of experience and external environment and/or opportunity. The final chapter, "Teaching Tools: Lessons, Records, Reports," provides examples of how educators might design or modify existing units so that opportunities are provided to observe students with potential gifts in multiple domains. Appendices include evaluation forms and lesson designs. (Contains more than 300 references.) (CR)

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